



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Effects of the Mind-Body Connection

Course Description: The “Mind-Body Connection” has a profound effect on an individual’s learning. The mind-body connection can be explained as the physical and mental connection between our existence and how we perceive the world. Some researchers believe that the mind is a result of electrical activity in the brain. Others believe the mind exists outside of the body and affects the brain, causing the electromagnetic activity that we can observe with technology. This course will focus on various mind-body aspects all through a lens of understanding and promoting culturally responsive practices. The course will address; Contemporary Mind-body Perspectives, the Emotion’s Effect on the body, how the mind and body are functionally inseparable, how thought affects physiology, how to harness the power of positive attitude, unconscious and conscious awareness, responsibility and creative intelligence, core beliefs and seed thoughts, emotion and the body’s language, mental projections and expectations, interpersonal versus intrapersonal communication, body messages, technological feedback, brain- body integration, how the brain and body communicate, the stress response, the relaxation response, the subconscious mind and behavior, how exercise, physical fitness, nutrition, and sleep affect learning, how a healthy body fosters a healthy mind, and how to improve the capacity to learn.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others’ postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee’s employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<ul style="list-style-type: none"> • Nutrition and learning in their students so they understand the impact on academic success and examine how those underrepresented and marginalized face unique struggles and have diverse needs • Physical fitness and learning in their students to better understand the negative and positive effects on academic classroom success. • Sleep and learning in their students to better understand the negative and positive effects on academic classroom success. • The stress response and learning in their students in order to differentiate in lesson planning for those students susceptible to academic stress/avoid stress. • The relaxation response and learning in their students as a possible technique they may implement in their classroom practice. • Reflect on experiences, understandings and goals in relation to mind body connections and identify needs and goals as they relate to personal classrooms and school communities while learning how to instill equitable practices in instruction • Examine the Benefits of Mind Body Connections through the lens of growing our critical consciousness and enacting change to strengthen the mind body connection for all
<p>Topics</p>	<ul style="list-style-type: none"> • Nutrition and Learning • Physical Fitness and Learning • Sleep and Learning • Stress response • Relaxation response • Evaluation of the importance of sleep • Understanding the biology of stress
<p>Application to Instruction & Student Learning</p>	<p>Educators will</p> <ul style="list-style-type: none"> • gain insight of how nutrition, physical fitness, sleep patterns, and the stress response in adolescence can impact learning. • promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences regarding nutrition, physical fitness, sleep patterns, and the stress response. • learn how to identify the importance of nutrition, sleep, physical fitness, and relaxation with regard to learning. <p>As a result of our assignments this week participants will be able to:</p> <ul style="list-style-type: none"> • Identify the important physiological components that are integral to learning. • Analyze the correlation of nutrition and learning among their students. • Evaluate the correlation of physical fitness and learning among their students. • Analyze the influence of sleep and learning among their students. • Identify the influence of the stress response and learning among their students. • Identify the influence of the relaxation response and learning among their students so that students will be able to apply this technique in classroom practice thus better able to manage anxiety in an

	academic setting. Throughout this course, educators will become familiar with these topics, and understand why this knowledge is such a vital part of the educational process. While exploring a variety of strategies and use them to improve student success, once educators are comfortable with such pertinent topics as relaxation techniques, they will apply into classroom practice.
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Session II

Objectives	<ul style="list-style-type: none"> contemporary mind-body perspectives in order to improve pedagogical aspects of their classroom practice. correlation of how the emotions affect the body to understand how academic pressures may affect students emotionally. correlation of how the body and mind are functionally inseparable so that as educators, participants are better equipped to create and implement lessons that are challenging. impact thoughts have on physiology so that in planning units and lessons thought and physiology are elements considered. Explore and learn the importance and role of cultivating culturally responsive practices in order to meet needs of students by examining one’s own bias to shed light on how to overcome and as a result improve student outcomes Introduce Final Project
Topics	<ul style="list-style-type: none"> Emotion’s effects on the body How the body and mind are functionally inseparable How thought affects physiology How our thoughts and words impact the body
Application to Instruction & Student Learning	<p>This week we will explore and gain insight of how emotions during adolescence can impact learning and learn to promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences regarding emotions during adolescence while promoting brave learning spaces.</p> <p>As a result of our assignments this week educators will be able to do the following and through the lens of culturally responsive practices:</p> <ul style="list-style-type: none"> Identify the various contemporary mind-body perspectives Recognize the correlation of how the emotions affect the body. Evaluate how the mind and body are functionally inseparable. Analyze how thought affects physiology.

Session III

Objectives	<p>Participants will examine the:</p> <ul style="list-style-type: none"> mind-body connection in order to understand the impact on academic success and promote an appropriate classroom environment to positively impact student learning. conscious and unconscious awareness so that as educators, participants are better equipped to create and implement lessons that are challenging and relevant to meet the needs of all of their students. emotion and the body’s language to understand how academic pressures may affect students emotionally and how to implement strategies that positively affect academic classroom success. emotional and creative intelligence with regard to learning as a way to differentiate in lesson planning for those students that have unique and diversified methods of learning. differences between interpersonal and intrapersonal communication so that their students can analyze situations, clarify concepts, and reflect upon phenomena in the classroom.
Topics	<ul style="list-style-type: none"> The Mind-Body Connection Emotional and creative intelligence Emotion and the body’s language Interpersonal versus intrapersonal communication Body messages, technological feedback, and brain- body integration

<p>Application to Instruction & Student Learning</p>	<p>Educators will:</p> <ul style="list-style-type: none"> • gain insight of how emotional and creative intelligence in adolescence can impact learning. • promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences regarding emotional and creative intelligence during adolescence. • learn how the correlation of the mind-body connection, emotion and the body’s language, and emotional and creative intelligence with regard to learning among adolescents. • examine emotional and creative intelligence with regard to learning as a way to differentiate in lesson planning for those students that have unique and diversified methods of learning. • understand the differences between interpersonal and intrapersonal communication so that their students can analyze situations, clarify concepts, and reflect upon phenomena in the classroom. <p>As a result of our assignments this week participants will be able to:</p> <ul style="list-style-type: none"> • Identify the correlation of the mind body connection so that teachers will be able to apply this knowledge in their classroom in order to enhance modify lessons for optimal achievement. • Evaluate emotional and creative intelligence with regard to learning so that students will be able to apply this knowledge in their classroom by differentiating instruction based on the emotional needs of individual students. • Analyze the correlation between emotion and the body’s language so that teachers will be able to apply this knowledge in classroom by enhancing their knowledge and ability to recognize and use non-verbal cues • Apply strategies to further strengthen intra and t=inter personal communication skills within their students to strengthen mind body connections and positively impact learning.
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Session IV

<p>Objectives</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Examine and discuss the film 10:10:10 project so that they can make thought-provoking connections between the mind and body, and understand how we can take a much more direct approach to managing our health and understand techniques that they may implement in their classroom practice. • Explore the positive attitude with regard to learning so that as educators, participants are better equipped to create and implement lessons that enhance student focus and promote student learning. • Explore mind-body connection and learning so that as educators, participants are better equipped to create and implement lessons that are challenging and relevant to meet the needs of all of their students. • Understand the role of the teacher and the mind-body connection and learning in order to understand the impact on academic success and promote an appropriate classroom environment to positively impact student learning. • create a Google-shared document outlining the key ideas behind understanding the mind-body connection. This may be used to inform other teachers at a dept. meeting/faculty meeting to further educate their administrators and colleagues on the importance of the mind-body connection with regard to learning.
<p>Topics</p>	<ul style="list-style-type: none"> • 10:10:10 Film Discussion • How to harness the power of positive attitude • Mind-Body Connection and Learning • Role of the Teacher • Google Shared Docs Project • DOCUMENTARY FILM: PROJECT 10:10:10

**Application to
Instruction & Student
Learning**

Educators will:

- gain insight of how the mind-body connection in adolescence can impact learning.
- promote a dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences regarding the mind-body connection during adolescence.
- understand how the mind-body connection in adolescence can impact learning.
- learn how to recognize the correlation of positive attitude and the mind-body connection and the role of the teacher with regard to learning.

As a result of our assignments this week participants will be able to:

- identify the correlation of positive attitude with regard to learning so that students will be able to apply this knowledge in their classroom.
- recognize the correlation of the mind-body connection with regard to learning so that students will be able to apply this knowledge in their classroom.
- distinguish the role of the teacher regarding the mind body connection and learning so that students will be able to apply this knowledge in their classroom.
- analyze and discuss the film 10:10:10 Project so that participants will be able to apply this knowledge in their classroom.

create and utilize resources to create presentations for faculty so that students will be able to apply this knowledge in their classroom and their community.